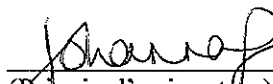


2008 ADE/CEF Promising Practices Awards  
Part 1: Cover Sheet

Practice Name:	Apology of Action
Name of Principal:	Dr. Johanna Even
Official School Name:	Marshall Humphrey II Elementary School
School Mailing Address:	125 S. 132 <sup>nd</sup> St
Telephone:	(480)812-6800
School Website:	<a href="http://ww2.chandler.k12.az.us/humphrey.html">http://ww2.chandler.k12.az.us/humphrey.html</a>
Email Address:	<a href="mailto:even.Johanna@chandler.k12.az.us">even.Johanna@chandler.k12.az.us</a>
City, Zip	Chandler, AZ 85225

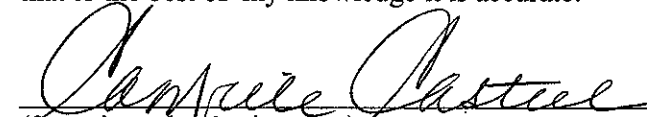
I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate. If my program is recognized as a Promising Practice the contents of this application may be made available to the public.

  
(Principal's signature)

Date 10-16-07

Name of Superintendent:	Dr. Camille Casteel
District Name	Chandler Unified School District
Tel.	(480)812-7000
District Mailing	1525 W. Frye Rd.
Email Address	<a href="mailto:casteel.camille@chandler.k12.az.us">casteel.camille@chandler.k12.az.us</a>
City Zip	Chandler, AZ 85224

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

  
(Superintendent's signature)

Date 10-12-07

## 2008 ADE/CEF Promising Practices Awards

### Part II: Background Information

1. Category that best describes the area where the school is located:

☐ Urban or large central city ☐ Suburban

☒ Suburban school with characteristics typical of an urban area

☐ Small city or town in a rural area ☐ Rural

2.        4        Number of years the principal has been in her/his position at this school.

\_\_\_\_\_ If less than three years, how long was the previous principal at this school?

3. Number of students enrolled at each grade level or its equivalent in applying school building:

Pre-K    129	5th    78	10th    0
1st       72	6th    84	11th    0
2nd      71	7th    0	12th    0
3rd      72	8 <sup>th</sup> 0	
4th      81	9th    0	TOTAL: 587

4. Limited English proficient students in the school: \_\_11\_\_% \_\_64\_\_ Total Number

Number of languages represented: 6 Specify languages: Spanish, Filipino, Vietnamese, Mandarin, American Sign Language, Korean

5. Students who participate in free/reduced-priced meals: \_\_\_\_32\_\_\_\_% \_189\_\_\_\_ Total Number

*If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the*

*school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why*

*the school chose it, and explain how it arrived at this estimate.*

**2008 ADE/CEF Promising Practices Awards**  
**Part III: Narrative Responses**

**What is the practice and how have you implemented it in your school or district?**

The practice we have selected is called "Apology of Action" or "You break it – you fix it".

Apology of Action is one component of our school-wide classroom management, character development model – Responsive Classroom. Apology of Action is a method for students to resolve interpersonal conflicts that supports that application of empathy, assertion and personal responsibility. When a student has a problem with another student, rather than run to a teacher to fix it, the student instead goes to the other student asking for an apology of action. The student says, "You broke my feelings. I would like an apology of action." The other student responds, "I'm sorry I broke your feelings, what can I do to fix it?" Finally the first student answers by stating what s/he would like done to repair his/her feelings. This is often directly related to the nature of the offense. For example, if a student knocked over another student's block structure – that student would ask for help rebuilding the structure. If a student used an unkind word, the student might ask for the other student to say something nice to make them feel better. We have implemented Apology of Action school-wide at Humphrey. At the beginning of the year, all teachers teach the procedures and language for apology of action. They brainstorm ways in which someone could make amends and post the list on the classroom wall. Apology of action is also used consistently in the principal's office as a tool for resolving interpersonal conflicts.

**How does the specific practice contribute to character development?** Apology of action contributes to character development by giving students concrete tools for **conflict resolution**. Students learn **assertion** by directly approaching the student who has harmed them and asking for amends. Apology of action also supports **empathy** development. Traditional punishment models (i.e. two students have a problem and the teacher or principal assigns a consequence to

the offending student) lead the student to be upset because s/he has been punished. We have noticed with apology of action, students actually express regret because they have hurt a classmate, and are less concerned about being "in trouble". Apology of action also teaches students to take **responsibility** for their actions by teaching them that often, sorry is not enough. In order to fix the problem, they need to make amends in some way.

**What impact is the practice having on students in your school and district?** We have noticed tremendous changes in our students since implementing the apology of action a year and a half ago. We had a 20% decrease in the number of incidents of bullying, threats, physical altercations, and fighting from 2006 to 2007. As the principal, I see the results regularly when students visit my office. They are able to resolve conflicts with little to no support, utilizing the apology of action process. Recently, I sent the following anecdote to my staff as proof that our efforts are paying off. I had two students in my office – one with a discipline referral (Student A) and another waiting for the counselor (Student B). Student B was crying and said that at P.E. the students were teasing him and telling him he "sucked". Student A intervened - "Maybe I can help - that has happened to me before." I asked Student B if he wanted Student A's help and he said yes. Student A asked student B to tell him everything that happened. He listened attentively as student B told him how he had missed a catch and fouled out, and how the students had laughed at him and teased him. Then Student A shared his own similar experiences with football. Student B said that all he wanted was an apology of action. Student A responded, "Those guys are my friends. I will talk with them and get them to do an apology of action." Student B then told me that he felt better and no longer needed the counselor. Clearly, the students see the benefits of apology of action and can use it not only to solve their own problems, but also to help one another!